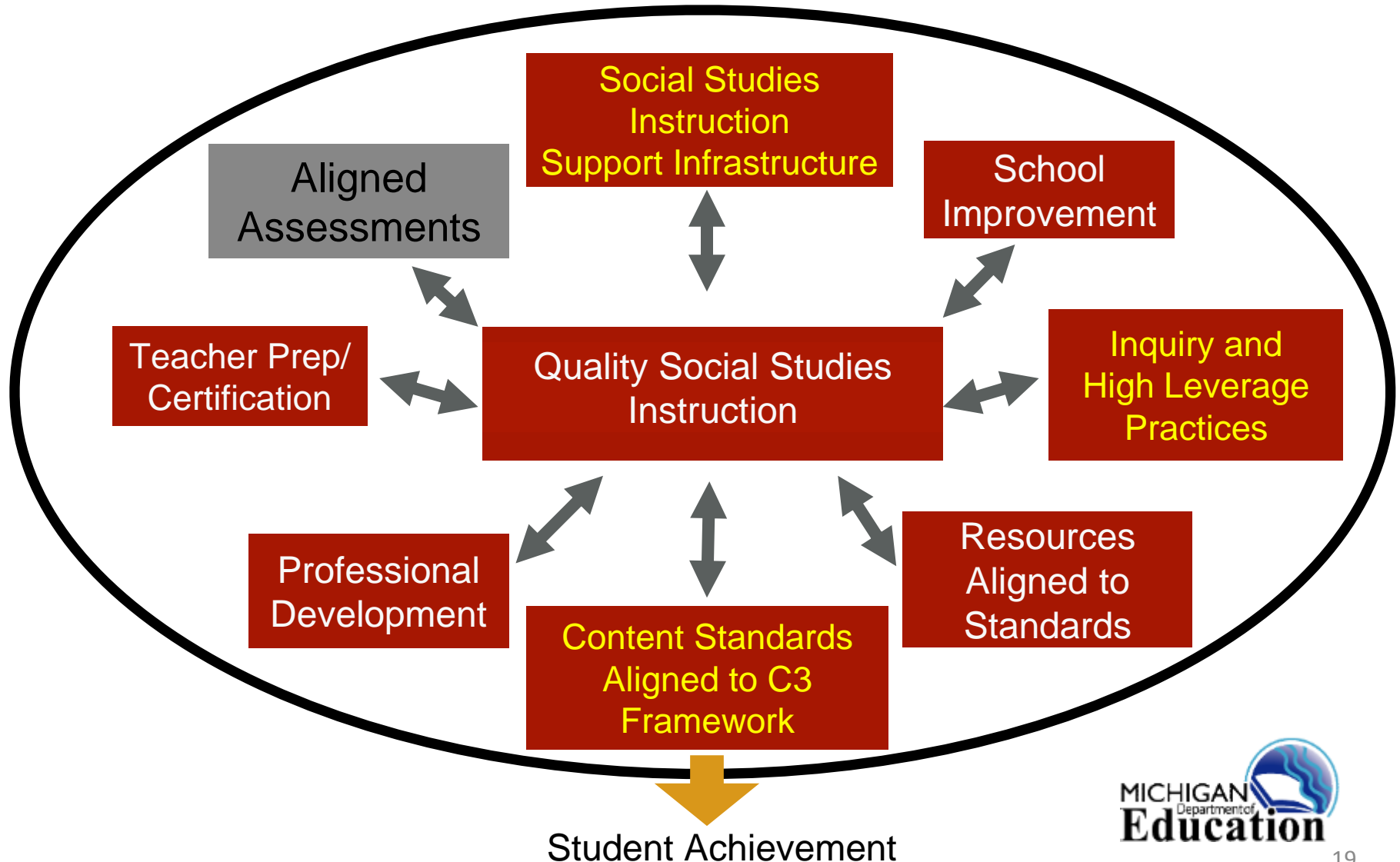




# College, Career, and Civic (C3) Life Alignment Project and Social Studies Standards Updates

State Board of Education Meeting  
January 13, 2015

# Achieving the Vision



# Objectives

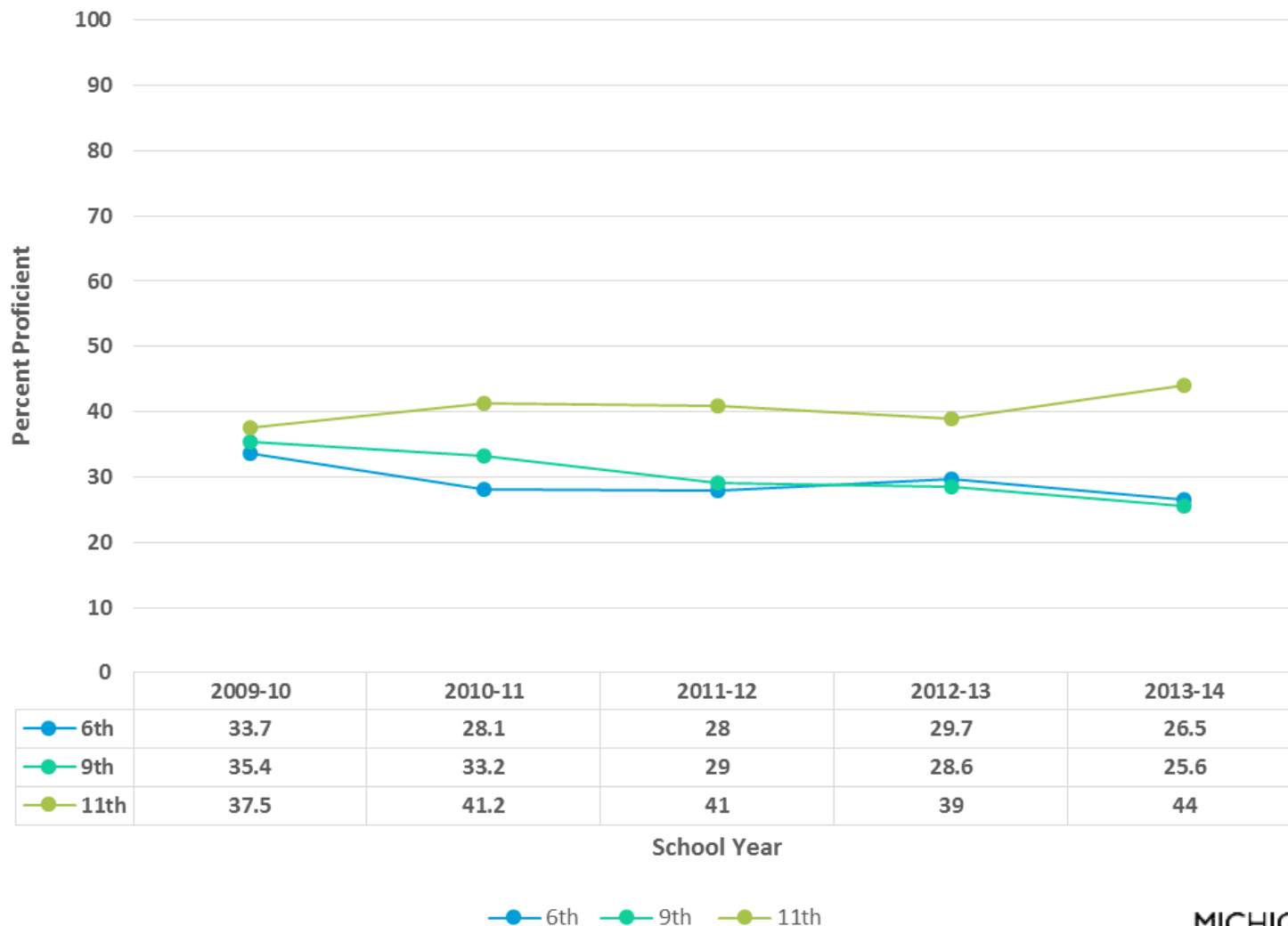
Provide information on the current state of Social Studies in Michigan

Present an overview of how to improve student performance through the use of the C3 Framework

Present a link to Michigan civil rights initiatives



## Percentage of Students Proficient in Social Studies



# Improving Performance Through Instruction

Student Success

Quality Instruction

C3 Framework

Michigan Content Standards



# Michigan Content Standards

- Last update: 2007
- Feedback
  - Too many standards
  - Fewer, clearer, higher
- Updates will reflect feedback and necessary instructional changes



# Process for Updates

## Updates (September 2014-January, 2015)

Crosswalk with C3 Framework

PK-12 and Higher Education

Fewer, clearer, higher



## Review (January-February, 2015)

Recommendations based on updates

PK-12 and Higher Education

Coherence across content and alignment to C3 Framework



## Implementation

Support and guidance

Educator preparation and professional development

Alignment to School Improvement

Assessment

# Partners



**MICHIGAN COUNCIL FOR THE  
SOCIAL STUDIES**



**Michigan Council on  
Economic Education**

*Preparing the future minds of Michigan through strategic,  
engaging, and real world applications of economics*



**MICHIGAN  
CENTER FOR  
CIVIC EDUCATION**



Michigan Social Studies Supervisors Association



**[ Michigan Geographic Alliance ]**



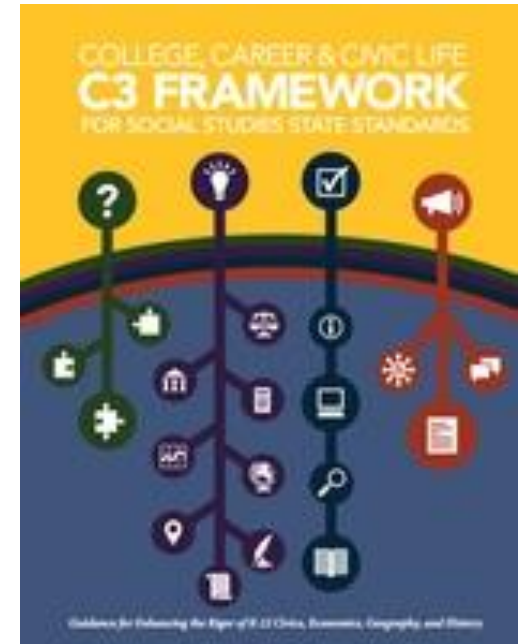
# C3 Framework

## Overview

- Development
- Alignment
- What is not included
- What is included

## Improvements

- Arc of Inquiry
- Indicators and Pathways
  - Stresses Literacy
  - Disciplinary Lens (Civics, Economics, Geography, History)



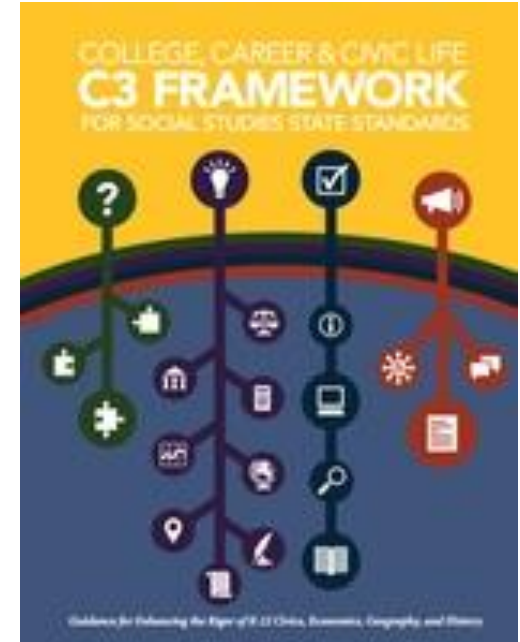
# Improvements Through the C3 Framework

## Literacy

- Elevates the purpose of literacy
- Expands disciplinary context of social studies
- Inquiry literacies and those found in academic concepts

## Disciplinary concepts and tools

- Civics
- Economics
- Geography
- History



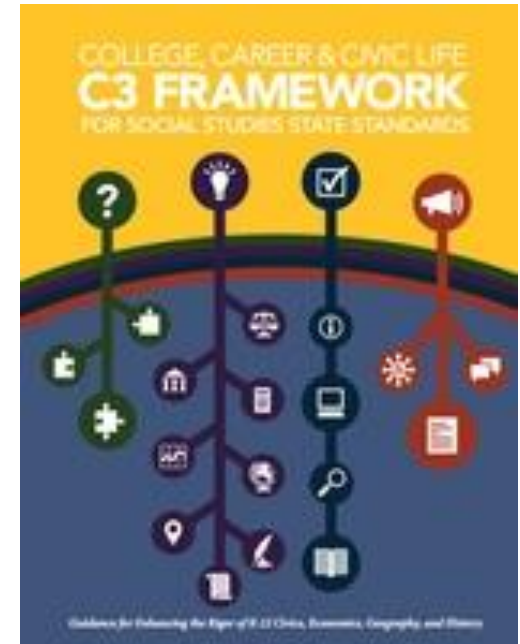
# Arc of Inquiry (organizing structure)

Developing Questions and Planning  
Inquiries

Applying Disciplinary Concepts &  
Tools

Evaluating Sources & Using  
Evidence

Communicating Conclusions & Taking  
Informed Action



## Constructing Compelling Questions

The construction of compelling questions should include the following Indicators, which are detailed

in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 5.

**TABLE 5: Suggested K-12 Pathway for College, Career, and Civic Readiness**  
**Dimension 1, Constructing Compelling Questions**

BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...			
D1.1.K-2. Explain why the compelling question is important to the student.	D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).	D1.1.6-8. Explain how a question represents key ideas in the field.	D1.1.9-12. Explain how a question reflects an enduring issue in the field.
D1.2.K-2. Identify disciplinary ideas associated with a compelling question.	D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

\* Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry.

## Indicators

- Student proficiency

## Pathways

- Scaffolding
- Learning progressions

## Quality Instruction

- Higher order thinking through supporting and compelling questions changing students from passive learners into:
  - Historians, geographers, economists, political scientists, and researchers
- Instructional practices stressing inquiry
- Supported with resources



## Impact on Teaching and Learning



Students



Teachers



Administrators



Use **technology and tools** strategically in learning and communicating



Use **argument and reasoning** to do research, construct arguments, and critique the reasoning of others

Communicate and **collaborate** effectively with a variety of audiences



**Solve problems**, construct explanations and design solutions



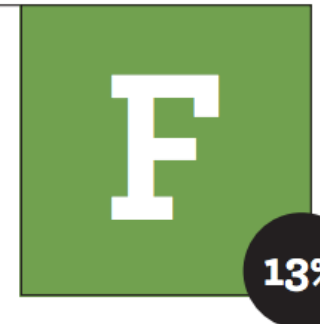
# Michigan Civil Rights Initiative

The Southern Poverty Law Center gives Michigan an “F”

SOUTHERN POVERTY LAW CENTER



LEADERS	F (13%)	GRADE LEVELS	F (0%)
GROUPS	F (0%)	CURRENT EVENTS	A (100%)
EVENTS	F (8%)	CIVICS	F (0%)
HISTORY	F (0%)	OTHER MOVEMENTS	A (100%)
OPPOSITION	D (25%)		
TACTICS	F (0%)		
CONTENT	F (7%)	CONTEXT	B (50%)



## ITEMS THE STATE REQUIRES

**LEADERS:** Martin Luther King Jr. **EVENTS:** March on Washington.

**OPPOSITION:** White resistance.

*GRADE F means Michigan includes none or less than 20% of the recommended content and should significantly revise its standards.*





# Civil Rights Considerations

Improving Michigan students' understanding of civil rights issues:

1. Providing civil rights examples to fit our content expectations through guidance and resources
2. Developing relevant instructional materials
3. Providing assessment items relevant to a variety of groups through the lens of the C3 Framework

# Next Steps



Educator preparation considerations



Instructional considerations

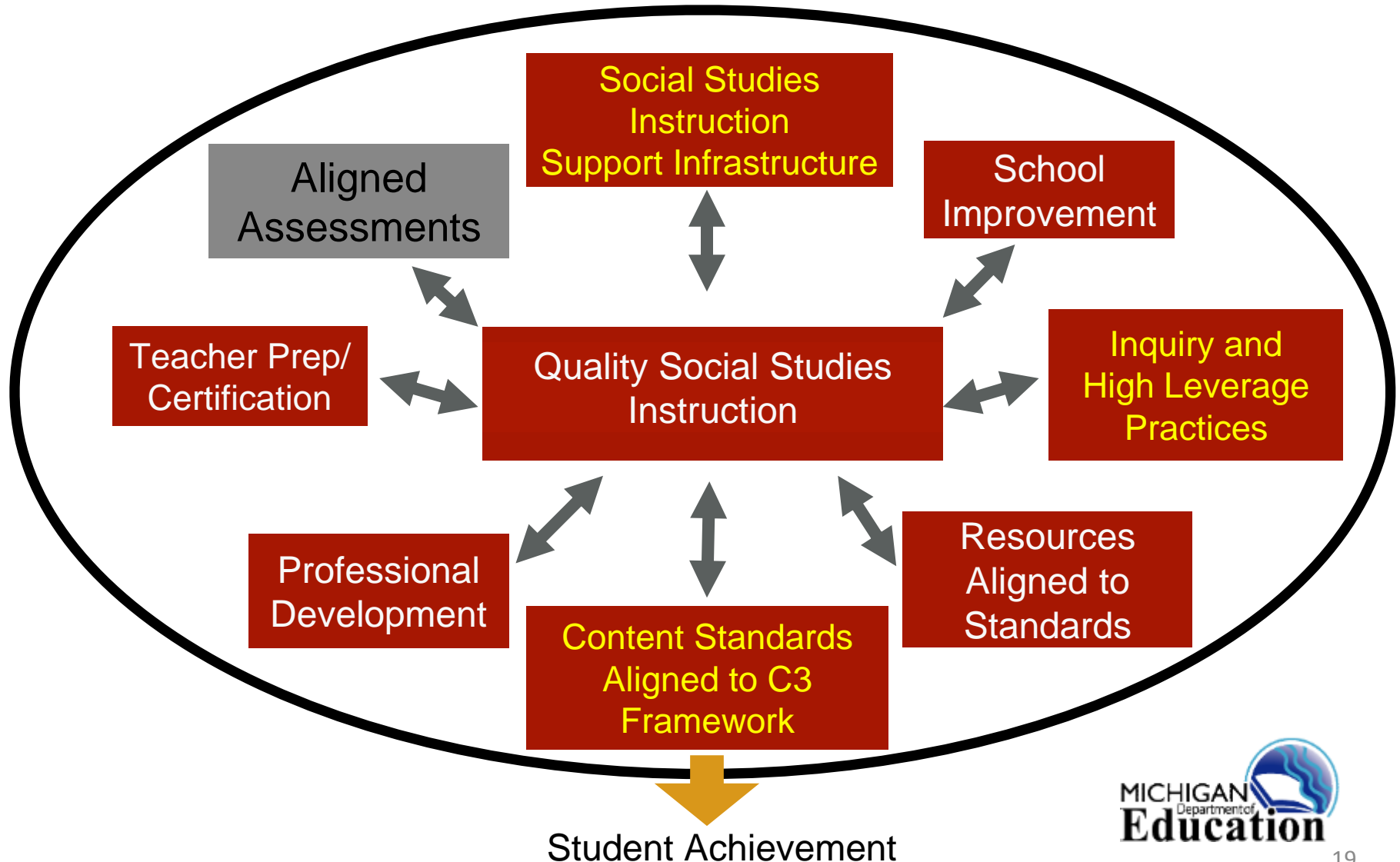


Assessments



Implementation timeline

# Achieving the Vision



# Contacts

Natasha Baker

Deputy Superintendent of Education Services

BakerN5@michigan.gov

Linda Forward

Director, OEII

Forwardl@Michigan.gov

Jim Cameron

Social Studies

CameronJ3@michigan.gov